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ABSTRACT

Five separate bibliographies present citations of resources regarding prenatal risk, premature and low birthweight infants, infant nutrition and breastfeeding, and early intervention for infants with disabilities. The first bibliography lists 133 references from medical texts and journals regarding child development, disabilities, diagnosis, and treatment. Resources on prenatal risk are presented in the second bibliography's 77 citations, including literature about the parent-child relationship, bonding, genetic problems, and prevention of prenatally influenced disabilities. The third bibliography includes 49 citations regarding premature and low birthweight infants, including coverage of feeding techniques, developmental needs, and nutritional care. The effectiveness of early intervention is addressed in the fourth bibliography's 34 annotated citations. The fifth bibliography presents 27 citations dealing with infant nutrition and feeding, including breastfeeding and nutritional care. Materials have publication dates ranging from 1977 to 1986. (CB)

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[Resources on Prenatal Risk, Premature and Low Birthweight Infants, Infant Nutrition and Breastfeeding; Effectiveness of Early Intervention and Medical Texts and Journals : IPHA Birth-to-Three Bibliographies 5, 6, 7, 8 and 10]

IPHA Birth-to-Three Clearinghouse
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BIRTH TO THREE CLEARINGHOUSE

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March 1987

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BIRTH TO THREE CLEARINGHOUSE

BIBLIOGRAPHY #6

RESOURCES ON PRENATAL RISK

IN THE CLEARINGHOUSE

JANUARY 1987

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BIRTH TO THREE CLEARINGHOUSE

BIBLIOGRAPHY #7

RESOURCES ON PREMATURE AND LOW BIRTHWEIGHT INFANTS IN THE CLEARINGHOUSE

January 1987

IPHA Birth to Three Clearinghouse
Governor's Planning Council on Developmental Disabilities
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BIRTH TO THREE CLEARINGHOUSE

BIBLIOGRAPHY #8

EFFECTIVENESS OF EARLY INTERVENTION

(Abstracted)

January 1987

IPHA Birth to Three Clearinghouse
Governor's Planning Council on Developmental Disabilities
840 S. Spring St.
Springfield, IL 62706

The Birth to Three Clearinghouse Bibliography series is designed to be produced upon request and feature materials that are available in the Springfield library. Call numbers are provided to provide easy retrieval by clearinghouse staff and patrons. Materials listed in these bibliographies can be requested by mail, by phone, or in person at the library. Books can be charged for periods of three weeks and can be renewed if not requested by another patron. Articles can be photocopied upon request. These bibliographies will be updated regularly to include new materials as they are received. Phone requests can be made by calling (217)-785-1364 between 8:30 a.m. and 5:00 p.m., Monday through Friday.

The Birth to Three Clearinghouse is a project of the Illinois Public Health Association and is made possible through a grant from the Illinois Governor's Planning Council on Developmental Disabilities.

EFFECTIVENESS OF EARLY INTERVENTION

1. Ainsa, Trisha and Adkins, Patricia. "Parent's Perspective of Early Education for the Handicapped: A Ten Year Follow-Up". JOURNAL OF INSTRUCTIONAL PSYCHOLOGY; 1982; 9: 73-82.
   A ten-year post study evaluation of an early childhood handicapped program was performed after the children had been mainstreamed into public education. An overwhelming majority of parents stated that they felt their children would be placed lower on the educational service scale if they had not received early childhood education. The greatest spin-off effect reported by respondents was the aid in acceptance of their handicapped children.
   VF: Early intervention--Efficacy.

2. Bailey, Pamela and Trohanis, Pascal L. BENEFITS OF EARLY INTERVENTION FOR SPECIAL CHILDREN. Chapel Hill, NC: Technical Assistance Development System; 1984.
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3. Barnett, W. Steven. THE PERRY PRESCHOOL PROGRAM AND ITS LONG-TERM EFFECTS: A BENEFIT-COST ANALYSIS. Ypsilanti, MI: High/Scope Educational Research Foundation; 1985.
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4. Bricker, Diane, Carlson, Laurel and Schwartz, Robert. "A Discussion of Early Intervention for Infants with Down Syndrome". PEDIATRICS; January 1981; 67(1): 45-46.
   Response to Piper and Pless article "Early Intervention for Infants with Down Syndrome: A Controlled Trial." The response points out that the Piper and Pless not only goes against existing efficacy data that suggest early intervention may be effective, but that the study had serious methodological weaknesses.
   VF: Down Syndrome--Treatment.

5. Butterfield, Perry M. and Linda Miller. "Read Your Baby: A Follow-up Intervention Program for Parents with NICU Infants". INFANT MENTAL HEALTH JOURNAL; Summer 1984; 5(2): 107-116.
   An intervention model designed to provide education and support to parents of sick or preterm infants through their first year of life is described. Independent evaluations revealed that intervention babies were significantly advanced on Bayley Scales of Infant Development and Mastery Motivation tasks and that their mothers viewed them as easier to care for and less irritable.

6. Casto, Glendon and Mastropieri. "The Efficacy of Early Intervention Programs: A Meta-Analysis". EXCEPTIONAL CHILDREN; February 1986; 52(5): 417-424.
This article reviews primary research studies investigating the efficacy of early intervention with handicapped preschoolers. Findings indicate that (a) early intervention produces a positive sizeable effect size; (b) longer, more intense programs are associated with efficacy and (c) little support was found for commonly held beliefs about early intervention, such as the importance of age at start and the degree of parental involvement.
VF: Early Intervention--Longitudinal Research.

7. Derevensky, Jeffrey L. and Esta Wasser-Kastner. "The Effects of an Interdisciplinary Infant Stimulation-Parent Education Intervention Program Upon Infant Development". INFANT MENTAL HEALTH JOURNAL; Spring 1984; 5(1): 3-14.
An eight month infant-stimulation/parent education program was presented to mother-child dyads participating in one of three types of classes. Results tend to indicate that the intervention strategy was an effective method of parent education in enhancing infant gains on developmental indices. The results are discussed in relation to a preventative psychotherapeutic model.

8. Dunst, Carl J. and Rheingrover, Regina M. "An Analysis of the Efficacy of Infant Intervention programs with Organically Handicapped Children". EVALUATION AND PROGRAM PLANNING; 1981; 4(3-4): 287-323.
Investigations to assess the effectiveness of interventions with organically impaired infants were reviewed and analyzed. Each of the designs were examined according to how well they protected against threats to internal validity. It was concluded that the majority of studies yielded results which are fundamentally uninterpretable. The use of methodologically more rigorous designs in evaluation studies is recommended.
VF: Early Intervention--Research.

9. Edmiaston, Rebecca and Mowder, Barbara A. "Early Intervention for Handicapped Children: Efficacy Issues and Data for School Psychologists". PSYCHOLOGY IN THE SCHOOLS; April 1985; 22: 171-178.
Providing early intervention services for handicapped children is a relatively new endeavor for school psychologist. It is necessary that school psychologists fully understand the efficacy issues and data pertinent to this service to benefit preschoolers and provideaccountability data for this service. This article presents the major efficacy issues and the subsequent research data on early intervention.

VF: Early intervention--Efficacy.

10. Fewell, Rebecca R. and Susan R. Sandall. "Developmental Testing of Handicapped Infants: A Measurement Dilemma". TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION; Fall 1986; 6(3): 86-99.
Three frequesntly used procedures for analyzing developmental outcomes are compared using data from one early intervention program. Results vary with each analysis and would lead to different conclusions regarding program effectiveness. The problems with analysis are discussed and cautions in the use of these methodologies are raised. Alternative measures of child progress are suggested.

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12. Halpern, Robert. "Home Based Early Intervention: Dimensions of Current Practice". CHILD WELFARE; July/August 1986; 65(4): 387-398.
In this article the practice of home based intervention is reviewed. An attempt is made to describe its underlying dynamics, contradictions, ambiguities, and unique strengths. The reasons for the evident attractiveness of home-based intervention are examined, and implications for child welfare practice discussed.
VF: Early Intervention--Home Based.

13. Halpern, Robert. "Lack of Effects for Home-Based Early Intervention?: Some Possible Explanations". AMERICAN JOURNAL OF ORTHOPSYCHIATRY; January 1984; 51(1): 33-42.
A review of research on home-based early intervention programs suggests that statistical evidence in support of program effects is lacking. Methodological problems, inadeqacies in causal modeling, and limitations inherent in the intervention approach are examined.
VF: Early intervention--Efficacy.

14. Hayden, Alice H. "Early Intervention and Home-Based Care". In: J. Mulick and S. Pueschel, eds. PARENT-PROFESSIONAL PARTNERSHIPS IN DEVELOPMENTAL DISABILITY SERVICES. Cambridge, MA: Academic Guild Publishers; 1983: 89-105. HV 894 P37 1985.

15. Krieger, Lisa. "Report: Intervention Saves Babies, Cuts Disabilities". AMERICAN MEDICAL NEWS; November 22, 1985: 10.
Report on finding of a special study on peri-natal programs conducted by Robert Wood Johnson Foundation. Study indicates intervention in high-risk pregnancies and births reduces not only the rate of neonatal death but the rate of serious disabilities as well.
VF: Early Intervention--Research.

16. McWilliam, R. A., Carol M. Trivette, and Carl J. Dunst. "Behavior Engagement as a Measure of the Efficacy of Early Intervention". ANALYSIS AND INTERVENTION IN DEVELOPMENTAL DISABILITIES; 1985; 5: 59-71.
This study investigates the usefulness of behavior engagement as an outcome measure for discerning the efficacy of intervention efforts, broadly conceived as specific attempts at affecting child performance through environmental manipulation. The results showed the engagement levels differed as a function of program type and classroom activities within programs. Engagement levels were consistently more stable in the nontraditional program.
VF: Early intervention--Efficacy.

17. Palfrey, Judith S., et. al. "Health and Special Education: A Study of New Developments for Handicapped Children in Five Metropolitan Communities". PUBLIC HEALTH REPORTS; July-August 1986; 101(4): 379-388.
This study explores the experience of five nationally dispersed urban school systems in implementing P.L. 94-142, with particular reference to the interaction of physicians and the schools. The findings highlight continued problems with early identification of certain types of childhood handicaps, classification of children's functional disorders, and adequate participation of practicing physicians in the program, especially with regard to developmental and behavioral issues. Improved collaboration between health and education sectors are needed.
VF: Early Intervention--Efficacy.

18. Piper, Martha C., et. al. "Early Physical Therapy Effects on the High-Risk Infant: A Randomized Controlled Trial". PEDIATRICS; August 1986; 78(2): 216-224.
A prospective, randomized, controlled trial was conducted to assess the effects of early physical therapy on infants at risk for neurologic sequelae and to evaluate the impact of such early treatment on the prevention or minimization of future handicaps. The early physical therapy program investigated in this study was not efficacious in altering the pattern of motor development in those high-risk infants participating in the trial.
VF: High Risk Infants--Physical Therapy--Efficacy.

19. Provence, Sally. "On the Efficacy of Early Intervention Programs". JOURNAL OF DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS; December 1985; 6(6).
This article summarizes some of the recent literature on early intervention programs and their short and long-term results. The trend away from programs that foucs primarily on cognitive approaches toward more comprehensive services to children and families is considered a step forward. Similarly, the use of broad measures of adaptation and social competence for measuring program effectiveness rather than cross-sectional IQ outcomes appears to be a sound approach.
VF: Early intervention--Research.

20. Ramey, Craig T. and Donna M. Bryant. "Evidence of Prevention of Developmental Retardation During Infancy". JOURNAL OF THE DIVISION FOR EARLY CHILDHOOD; 1982; 5: 73-78.
This article reviews children's intellectual response to four major programs concerned with the prevention of developmental retardation that have used experimentally adequate research designs. Results indicate that it is feasible to prevent retardation in high-risk samples using a variety of educational formats and that educational response to treatment is positively related to the intensity of the program.
VF: Early intervention--Efficacy.

21. Ramey, Craig T., Yeates, Owen Keith, and Short, Elizabeth J. "The Plasticity of Intellectual Development: Insights from Preventive Intervention". CHILD DEVELOPMENT; 1984; 55: 1913-1925.
Data from an early intervention program were used to investigate two kinds of plasticity (developmental functions and individual differences) separately and to examine certain possible convergences between them. Findings indicate that developmental functions are moderately alterable through systematic early education. They also indicate that the two kinds of plasticity are independent. Implications of these findings are discussed.
VF: Early intervention--Efficacy.

22. Reynolds, Lynne, Rosemary Egan, and Janet Lerner. "Efficacy of Early Intervention on Preacademic Deficits: A Review of the Literature". TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION; 1983; 3(3): 47-56.
A survey of the literature on the efficacy of early intervention with preschool handicapped children was conducted to analyze the results of such intervention on preacademic deficits. The survey includes a review of published efficacy articles from 1939 through 1982, an

historical review, and a discussion of the significance of federal funding on the number of demonstration models. Positive results for over-all program effectiveness were found.

23. Scruggs, Thomas E., et. al. "Early Intervention for Children with Conduct Disorders: A Qunatitative Synthesis of Single-Subject Research". BEHAVIORAL DISORDERS; August 1986; 11: 260-271.
To evaluate treatment of preschool children with conduct disorders, 16 studies were reviewed in which single-subject methodology was employed. Results indicated that (a) reinforcement produced most positive outcomes, followed by punishment timeout and differential attention, respectively; and (b) subject characteristics such as sex, handicapping condition, and target behavior generally bore little relation to treatment outcome.
VF: Early Intervention--Efficacy.

24. Seitz, Victoria, Rosenbaum, L.K. and Apfel, N.H. "Effects of Family Support Intervention: A Ten- Year Follow-up". CHILD DEVELOPMENT; 1985; 56: 376-391.
The delivery to impoverished mothers of a coordinated set of medical and social services, including day-care for their children, had effects that were evident a decade after the intervention ended. Intervention mothers were more likely to be self-supporting, and they had higher educational attainment and smaller family sizes than did control mothers. Intervention children had better school attendance and boys were less likely to require costly remedial school services than were corresponding control children.
VF: Family Support Services.

25. Simeonsson, Rune J., Cooper, D.H., and Scheiner, A.P. "A Review and Analysis of the Effectiveness of Early Intervention Programs" (review article). PEDIATRICS; May 1982; 69(5): 635-641.
A review was made of 27 studies describing early intervention for biologically impaired infants and young children. Although every study provided some type of outcome documentation, most studies failed to meet common criteria for scientific research.
VF: Early Intervention--Research.

26. Slater, Mary A. "Modification of Mother-Child Interaction Processes in Families with Children At-Risk for Mental Retardation". AMERICAN JOURNAL OF MENTAL DEFICIENCY; November 1986; 91(3): 257-267.
An intervention study designed to investigate the effects of maternal behavior on children's cognitive and language functioning was conducted. Posttest results suggested that training procedures significantly increased treated children's cognitive skills compared to the control children; the treated children who were encouraged to increase the complexity of behavior outperformed the others. Training was generalized to the home environment. Implications of the results for early intervention were discussed.
VF: Early intervention--Efficacy.

27. Tingey, Carol. "Early Intervention: Learning What Works". EXCEPTIONAL PARENT; November 1986; 16(7): 32-37.
A study of some 2,000 articles describing 255 studies found that early intervention cannot be proven by the data collected by the projects. This is a brief description of the current activities of the Early Intervention Research Institute at Utah State University, which is studying this question.

28. Tingey-Michaelis, Carol. "The Importance of Structure in Early Education Programs for Disadvantaged and Handicapped Children". EARLY CHILD DEVELOPMENT AND CARE; 1986; 23: 283-297.
An analysis of the amount and type of structure of early intervention programs was conducted as part of a review of literature on the efficacy of early intervention with disadvantaged, at-risk, and handicapped preschoolers. Results indicated that programs with preplanned goals and structured curriculum produced significantly more gains for disadvantaged preschoolers, but results are less clear for handicapped preschoolers. Suggestions for future study and training and supervision for staff are given.
VF: Early intervention--Efficacy.

29. White, Karl and Casto, Glendon. "An Integrative Review of Early Intervention Efficacy Studies with At-Risk Children: Implications for the Handicapped". ANALYSIS AND INTERVENTION IN DEVELOPMENTAL DISABILITIES; 1985; 5: 7-31.
Results of 162 early intervention efficacy studies with disadvantaged, at-risk, and handicapped children were analyzed to draw conclusions about the efficacy of early intervention, identify variables which covary with effectiveness, and identify areas for future research. It is concluded that early intervention has substantial immediate benefits for at-risk and disadvantaged children.

Methodological suggestions to improve future early intervention research are discussed.
VF: Early Intervention--Efficacy.

30. White, Karl R. and Mott, Stacey E. "Conducting Longitudinal Research on the Efficacy of Early Intervention with Handicapped Children". Unpublished; 1986.
A historical analysis of early intervention efficacy research is used to document the need for rigorously conducted longitudinal studies of early intervention with handicapped children. The issues to be addressed in a series of 16 longitudinal studies recently funded by the Dept. of Education are described. The design characteristics of these studies are discussed, and the projected benefits of such research are summarized.
VF: Early Intervention--Longitudinal Research.

31. White, Karl R. "Efficacy of Early Intervention". JOURNAL OF SPECIAL EDUCATION; Winter 1985-86; 19(4): 401-416.
Based on an analysis of over 300 previous studies of early intervention efficacy, this article explains how the steps in the scientific method can be used to organize and draw conclusions from existing research. Although it is concluded that early intervention has positive benefits for most children, it is pointed out that there is little, in any, empirical support for the types of intervention that are most effective.
VF: Early intervention--Research.

32. White, Karl R. and James Pezzino. "Ethical, Practical, and Scientific Considerations of Randomized Experiments in Early Childhood Special Education". TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION; Fall 1986; 6(3): 100-116.
Although used extensively in other areas of social science and medicine, rnadomized experiments are viewed by many early childhood specialists as unnecessary, impractical, or unethical. This paper summarizes and presents counter arguments for each of these positions. It is concluded that more frequent use of randomized experiments in early childhood special education would faciltiate the advancement of knowledge. Procedures for using such designs more extensively are suggested.

33. White, Karl R., Bush, David W., and Casto, Glendon C. "Learning from Reviews of Early Intervention". JOURNAL OF SPECIAL EDUCATION; Winter 1985-86; 19(4): 417-428.
Using 52 previous reviews of the early intervention efficacy literature as an example, this article demonstrates the value of systematically considering previous reviews before initiating a new review.
VF: Early intervention--Research.

34. Williams, Phoebe D., Williams, A.R., and Dial, M.N. "Children At Risk: Perinatal Events, Developmental Delays and the Effects of a Developmental Stimulation Program". INTERNATIONAL JOURNAL OF NURSING STUDIES; 1986; 23(1): 21-38.
This paper reports the findings of two studies done between 1977 and 1981 in the Philippines. The first study examined the performance of 911 children, with histories of perinatal risk events, on a restandardized Philippine version of the Denver (DDST). This study established that the children performed significantly below Philippine norms. A second study introduced nursing interventions to address some needs of preterm infants and their mothers. Findings suggest that development stimulation can significantly improve the developmental status of preterm infants.
VF: Infant stimulation programs.

BIRTH-TO-THREE CLEARINGHOUSE

BIBLIOGRAPHY #10

CLEARINGHOUSE RESOURCES ON INFANT NUTRITION AND BREASTFEEDING

December 1986

IPHA Birth-to-Three Clearinghouse
Governor's Planning Council on Developmental Disabilities
840 S. Spring St.
Springfield, IL 62706

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2. Alley, Janet M. and Rogers, Cosby S. "Sleep Patterns of Breast-Fed and Nonbreast-Fed Infants". PEDIATRIC NURSING; September-October 1986; 12(5): 349-351.

3. Cahill, Mary Ann. "Environmental Contaminants in Breast Milk". Franklin Park, IL: La Leche League International; 1982. Note: VF: Environmental risks--In infancy and childhood.

4. Cashore, William J. "Premature Infants: What and When to Feed Low Birth Weight Neonates". CONSULTANT; March 15, 1985: 67-75.
VF: Low birth weight infants--Care and feedinging.

5. "CDC Links Honey to Infant Botulism". AMERICAN MEDICAL NEWS; April 13, 1984; 27: 31.
VF: Feeding of Infants.

6. Countryman, Sandy. "Breastfeeding Your Premature Baby". Franklin Park, IL: La Leche League International; 1984. Note: VF: Premature infants--Breastfeeding.

7. Fomon, Samuel J. NUTRITIONAL DISORDERS OF CHILDREN: PREVENTION, SCREENING, AND FOLLOWUP. Rockville, MD: U.S. Department of Health, Education, and Welfare; 1977. WS 115 .F6 1977.

8. Fomon, Samuel J., et.al. "Recommendations for Feeding Normal Infants" Reprint. PEDIATRICS; January 1979; 63(1).
VF: Feeding of Infants.

9. Good, Judy. "Breastfeeding the Baby with Down Syndrome". Franklin Park, IL: La Leche League International; 1985. Note: VF: Down syndrome--Breastfeeding.

10. Good, Judy. "The Diabetic Mother and Breastfeeding". Franklin Park, IL: La Leche League International; 1983. Note: VF: Diabetes Mellitus--Complications of diabetes--Breastfeeding.

11. Grady, Edith. "Nursing My Baby with Cleft of the Soft Palate". CLINICAL PEDIATRICS; November 1977; 16(11).
VF: Cleft Lip and Palate--Breastfeeding.

12. Greenhouse, Linda. "Safeguards on Baby Formula". NEW YORK TIMES; May 31, 1986: p. 16.
VF: Feeding of Infants.

13. "Is Your Baby Jaundiced?" (reprint). from: "The Womanly Art of Breastfeeding". Franklin Park, IL: La Leche League International; 1981.
Note: VF: Jaundice, neonatal.

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Note: VF: Breastfeeding.

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WS 115 S769n 1982.

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Note: VF: Breastfeeding.

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Note: VF: Dental Caries--In infancy and childhood.